

Quality Review Report 2010-2011

Louis Pasteur Middle School

**Middle School Q067
51-60 Marathon Parkway
Queens
NY 11362**

Principal: Zoi McGrath

Dates of review: March 28-29, 2011

Lead Reviewer: Anita E. Saunders

Part 1: The school context

Information about the school

Louis Pasteur is a middle school with 959 students from grade 6 through grade 8. The school population comprises 3% Black, 10% Hispanic, 30% White, and 55% Asian students. The student body includes 3% English language learners and 2% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2009 - 2010 was 97.0%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The school has created an exceptionally strong and coherent curriculum to meet the academic needs of students and increase achievement.
 - The school has redesigned a very detailed curriculum aligned with the Common Core State Standards (CCSS) that provides instructional coherence across all grades and subjects, including the Arts. Curriculum maps and pacing calendars have been adjusted to ensure content and instruction meet students' identified needs and increases literacy achievement with a focus on persuasive and informational writing. There are school wide displays of high level, excellent persuasive and informational writing in all subjects.
 - Teachers use a variety of data to continuously challenge students' thinking using real world experiences. Various academic tasks allowed students to work in small groups to choreograph a dance, develop a set design for a play, transfer a drawing scene across various mediums with alternating tones, converse in Spanish regarding their health, analyze misleading graphic presentations, study genetics for a DNA project, and design an original aquifer investigating natural resource pollution. Students' active engagement in these tasks show how higher order thinking skills are embedded in daily instruction and increase student achievement
- A very clear set of beliefs on students' learning results in instruction that provides appropriate challenges aligned to students' achievement levels.
 - The leadership and staff believe all students have the ability to learn, but differ as learners. Thus, the school has differentiated instruction in content, process and products, including learning styles, in all content areas on all grades. In a gifted class, various entry points on the follow up lesson, with student groups receiving different level graphs, including compacted work, was provided. The earth science coursework offered differentiated product exhibits for students to complete based on their learning styles. Hence, careful planning and differentiated opportunities enable students to be engaged, challenged and proud of their accomplishments.
- The principal's strategic leadership promotes organizational decisions that clearly support school, teacher teams and classroom level goals to consistently improve student outcomes.
 - Literacy and math coaches demonstrate lessons and meet weekly with lead teachers to revise content area curriculum calendars and write new grade 8 social studies assessments. Careful budgeting and grants have also enabled the school to establish a DNA program, produce dramatic and musical plays, and purchase SMART boards for every classroom. These decisions have provided interactive learning and high engagement of students, resulting in increased higher order thinking, oral communication and creativity.
 - Two F status teachers have been hired for academic intervention services (AIS) which now are programmed during the school day so all children are in attendance. Additionally, the special education teacher support service program was changed to provide a more coherent program that increases

students' reading and writing achievement. Moreover, the teacher data reports resulted in teacher and class program changes that improved student outcomes in English language arts (ELA) and math.

- Teachers work effectively in collaborative teams, analyzing data to plan instruction and support the needs of students' to improve learning outcomes.
 - Teams of teachers have created assessments to provide information regarding the effectiveness of instruction and identify student needs. The poetry unit pre-assessment revealed that students struggled with theme and mood. Hence, the English teachers differentiated lessons for teaching these skills, including the opportunity for advanced students to use a computerized enrichment program to challenge their thinking.
 - Individual teachers have selected the Classroom Performance System (CPS) to immediately assess and identify student learning needs in math so that lessons can be instantly changed to meet student needs. In a math class, the CPS revealed students having difficulty in addressing the intervals when reading graphs. The teacher immediately modeled a lesson and differentiated student work to increase student understanding.
- A shared instructional vision across the school creates a culture that embraces student and adult learning and elevates students' academic achievements.
 - The entire school faculty works as a collaborative community to continually celebrate student achievement related to very high expectations and regularly share enhanced instructional practices. As a result, there is clarity of purpose and a clear, consistent concentration across all classrooms focused on real life learning and students reaching their goals.
 - School leaders regularly examine student data and make very frequent strategic observations to improve teachers' practices. For example, a new math teacher is being mentored in planning strategy lessons to meet the needs of specific students. The school has also partnered with several universities and organizations to provide training for cohorts of teachers. As a result, lead teachers have emerged with expertise and train other staff.
- The principal and staff regularly evaluate and adjust curriculum and instructional practices to meet the needs of students to accelerate learning.
 - The school has developed an innovative electronic mapping system (EMS) to regularly evaluate student progress, curriculum and instructional practices, and teacher teams. After analyzing the data, it was noted that a subgroup of students was having difficulty with writing persuasive essays. As a result, every teacher received specific instructional strategies that fostered the inclusion of persuasive essay writing across all subject areas to fully immerse students and strengthen their deficit skills.
 - The administration collects and evaluates student portfolios monthly, analyzes exit slips weekly, and schedules weekly department meetings to evaluate the alignment of instruction with pacing calendars and curriculum maps. Hence, the fusion strategy for staff inter-visitations was implemented and instructional and curriculum adjustments occur to increase teacher expertise and student learning.

- The staff has created an exceptional learning community focused on student outcomes with a vision to accelerate progress and ensure college readiness.
 - A multitude of action plans emphasize academic acceleration offering multiple creative arts opportunities, newspaper publishing, engineering for robotic design, and investigative projects e.g., DNA seahorse and aquifer, and enable gifted students to take four New York State Regents. Hence, students increase in knowledge, self esteem and confidence, and are prepared for high school, college and career opportunities.
 - School leaders involve staff and parents in the analysis of data to develop goals and action plans that provide students with challenging instruction and real world learning opportunities. As a result, the entire school community is actively engaged in achieving the goal of college readiness.

What the school needs to improve

- Extend the refinement of structures to regularly evaluate and adjust assessment and grading practices to improve coherence and communication throughout the school community.
 - Although the school has made adjustments to curriculum to include the Common Core State Standards, a structure to regularly evaluate the assessment practices has not yet been fully developed.
 - The school shares performance data and goals in multiple ways with parents and students. With further enhancement to the current system of communication, the sharing of performance data would be strengthened.
- Continue to regularly evaluate the effectiveness of teacher teams and leadership development so that instructional leaders further enhance professional and student learning.
 - Weekly meetings between the administration, team facilitators and lead teachers allows for a review of teacher team work that leads to clarification of focus and next steps. However, a more transparent system to evaluate the leadership ability and success of team members would strengthen teacher leadership.
- Extend communication and collaboration with parents and students to increase their capacity to understand and increase student achievement.
 - Parents receive weekly reports of their child's grades and goals. However, they do not specifically know how to help their children reach their goals, take the necessary next steps and track progress. Therefore, additional contact between the home and school would strengthen parent knowledge.
 - Although students engage in reflection activities, not all students are able to articulate next learning steps to meet their goals. By increasing conferences on a regular basis, teachers would foster conversations around the next learning steps with all students.

Part 3: School Quality Criteria 2010-2011

School name: Louis Pasteur Middle School	UD	D	P	WD
Overall QR Score				X
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				X
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				X			
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				X			
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X			
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed